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ABSTRACT

Compiled for use by Missouri vocational educators in the classroom or workplace, this instructional unit is the first of four designed to aid students and adults in assessing their own attitudes and plans and obtaining an awareness of sex equity and bias. Its objective is for the participant to be able to recognize damaging effects of sex bias and stereotyping on females and males. Materials provided include a unit and specific objectives, suggested activities for instructors and participants, list of instructional materials, unit references, information sheet(s), transparency masters, handout(s), and activity sheets. (YLB)

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ED216160

CREATING AWARENESS

An Instructional Unit in Sex Equity

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CE 032 418

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FOREWORD

This instructional unit has been compiled for use by Missouri vocational educators in the classroom or in workshops. The activities included were collected from a variety of sources and are referenced accordingly. It is hoped the unit will provide a means by which students and adults can be guided to assess their own attitudes and plans, as well as to attain an awareness of sex equity and bias.

James D. Good
Project Coordinator

Educators and students must individually examine their attitudes for sex bias. Our behavior, though well intended, is unconsciously biased. In order to understand sex equity concepts, an "awareness" of the obvious and less obvious forms of bias based on sex is necessary.

Georganna Hargadine
Sex Equity Coordinator
Department of Elementary and Secondary Education

CREATING AWARENESS
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CREATING AWARENESS
UNIT I

UNIT OBJECTIVE

After completing this unit, the participant should be able to recognize some damaging effects of sex bias and stereotyping on both females and males.

SPECIFIC OBJECTIVES

After completing this unit, the participant should be able to:

1. Describe the factors influencing the current emphasis on sex equality.
2. Recognize the extent to which women participate in the paid work force and the discrepancy between the incomes of males and females.
3. Identify those vocational programs whose enrollments are heavily male or female at the national level and in Missouri.
4. Distinguish among the terms, "sex discrimination," "sex bias," "sex stereotyping," "sex fair," and "sex affirmative."
5. Describe briefly the two primary pieces of legislation which mandate equal opportunity for both sexes in vocational education programs.

CREATING AWARENESS
UNIT I

SUGGESTED ACTIVITIES

I. Instructors

A. Provide participants with unit objectives.

B. Provide participants with information outlines and activity sheets as needed.

C. Make transparencies.

D. Discuss unit and specific objectives.

E. Discuss activities to be completed by participants.

F. Provide materials needed for the completion of unit activities.

II. Participants

A. Read objectives.

B. Read information outlines and activity sheets.

C. Discuss with instructor and other participants the objectives for each unit.

D. Discuss with instructor and other participants the activities to be completed.

E. Consult resources provided by the instructor for completion of unit activities. Research additional information as needed.

F. Complete each activity.

INSTRUCTIONAL MATERIALS

I. Unit Contents

A. Objectives

B. Information sheets

C. Transparency masters

1. TM-I-1: FACTORS INFLUENCING SEX-EQUALITY EMPHASIS
2. TM-I-2: WOMEN IN THE PAID WORK FORCE
3. TM-I-3: 1978 AVERAGE YEARLY INCOME OF PERSONS EMPLOYED ON A FULL-TIME YEAR-ROUND BASIS
4. TM-I-4: DEFINITIONS
5. TM-I-5: THE LEGISLATIVE CHARGE

D. Handouts

1. H-I-1: PROFILE OF A WOMAN WORKER
2. H-I-2: A MAN FOR EVERY WOMAN

E. Activity sheets

1. AS-I-1: WHAT'S YOUR UFO?
2. AS-I-2: CHANGING WORK FORCE AND FAMILY QUIZ
3. AS-I-3: THUMBS UP
4. AS-I-4: BENEFITS AND HARMS
5. AS-I-5: BROVERMAN STUDY
6. AS-I-6: EVALUATING TELEVISION COMMERCIALS AND PROGRAMS

II. Unit References

A. Expanding Career Horizons. (Simulation game). Macomb, Illinois: Curriculum Publications Clearinghouse, 1979.

B. Good, James D., ed. Untapped Resources in Vocational Education: Trainer/Teacher Guide. Columbia, Missouri: University of Missouri, Instructional Materials Lab., 1979.

C. Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Washington, D.C.: U.S. Office of Education, HEW, 1976.

D. Matthews, Martha and McCune, Shirley. Try It, You'll Like It! Washington, D.C.: Resource Center on Sex Roles in Education, 1978.

E. Smith, Amanda J. and Farris, Charlotte J. Pioneering Programs in Sex Equity: A Teacher's Guide. Arlington, Virginia: American Vocational Association, 1980.

CREATING AWARENESS
UNIT I

INFORMATION SHEET

I. Factors Influencing Sex-Equality Emphasis

A. Women are in the labor force today.

B. Women are having fewer children.

C. The educational level of women is rising.

D. Legislation prohibits discrimination.

E. Women are concentrated in low-paying, low-status jobs.

F. Women receive lower wages than men.

II. Women in the Paid Work Force

A. Participation

1. More than 50 percent of the work force is now female.

2. The average young woman today will work outside her home for

a. 40 years if she is single.

b. 30 years if she is married but has no children.

c. between 15 and 25 years if she marries and has children.

B. Income

Average Yearly Income of Persons Employed on a Full-Time Year-Round Basis (1978)

White Males	$16,194
Minority Males	12,885
White Females	9,578
Minority Females	8,996

(Dept. of Labor, 10/80)

III. Vocational Enrollments

A. National Distribution of Females and Males in Vocational Education Programs (1976; 1978)

	Percent Female		Percent Male	
	1976	1978	1976	1978
Agriculture	11.3	17.3	88.7	82.7
Distribution	48.0	51.4	52.0	48.6
Health	78.7	77.9	21.3	22.1
Consumer and Homemaking	83.2	81.2	16.8	19.8
Occupational Home Economics	84.7	82.4	15.3	17.5
Office	75.1	75.6	24.9	24.4
Technical	11.3	17.6	88.7	82.4
Trade and Industry	12.7	15.4	87.3	84.6

B. Missouri Distribution of Females and Males in Vocational Education Programs (1976); Changes tend to follow those of the nation.

	Percent Female	Percent Male
Agriculture	10.7	89.3
Distribution	51.3	48.7
Health	88.4	11.6
Consumer and Homemaking	81.4	18.6
Occupational Home Economics	84.0	16.0
Office	83.8	16.2
Technical	20.1	79.9
Trade and Industry	7.7	92.3

Sources: HEW Bureau of Occupational and Adult Education, "Enrollments in Vocational Education Programs FY 1976," Winter, 1978.

HEW Division of Vocational and Technical Education, Status of Vocational Education in 1978, 1979.

Missouri Department of Elementary and Secondary Education Enrollments, 1976.

IV. Definitions

A. Sex Discrimination: any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

B. Sex Bias: behavior resulting from the assumption that one sex is superior to the other

C. Sex Stereotyping: attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex

D. Sex Fair: behavior treating both sexes in equal or similar ways

E. Sex Affirmative: any action which attempts to compensate for the effects of past discrimination

V. Legislation

A. Title IX

1. Title IX of the Educational Amendments of 1972 addresses sex discrimination in all aspects of education.

2. The key provision reads: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . ."

B. Title II

1. Title II of the Educational Amendments of 1976 mandates the elimination of sex stereotyping and bias in vocational education.

2. Provides federal monies for special programs designed to overcome bias and stereotyping in vocational education.

Factors Influencing Sex-Equality Emphasis

1. Women are in the labor force today.
2. Women are having fewer children.
3. The educational level of women is rising.
4. Legislation prohibits discrimination.
5. Women are concentrated in low-paying, low-status jobs.
6. Women receive lower wages than men.

Women In The Paid Work Force

Participation

More than 50 percent of the work force is now female.

The average young woman today will work outside her home for:

--40 years if she is single

--30 years if she is married but has no children

--Between 15 and 25 years if she marries and has children

1978 Average Yearly Income Of Persons Employed On A Full-Time Year-Round Basis

White Males	$16,194
Minority Males	$12,885
White Females	$ 9,578
Minority Females	$ 8,996

Definitions

Sex Discrimination - Any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex

Sex Bias - Behavior resulting from the assumption that one sex is superior to the other

Sex Stereotyping - Attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex

Sex Fair - Behavior treating both sexes in equal or similar ways

Sex Affirmative - Any action which attempts to compensate for the effects of past discrimination

The Legislative Charge

1. Title IX of the Education Amendments of 1972 addresses sex discrimination in all aspects of education.

2. Title II of the Education Amendments of 1976 mandates the elimination of sex stereotyping and bias in vocational education.

CREATING AWARENESS
UNIT I

HANDOUT #1: PROFILE OF A WOMAN WORKER

An interview by Dr. Rosa Cisneros Aguilar of the El Salvador FPA (Asociación Demográfica Salvadoreña) with an agricultural worker at a rural training centre:

"Have you many children?" she asked.

"God has not been good to me. Of 16 born, only nine live," he answered.

"Does your wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes the clothes. After that she goes to town to get the corn ground and buys what we need in the market. Then she cooks the midday meal."

"You come home at midday?"

"No, no, she brings the meal to me in the fields--about three kilometres from home."

"And after that?"

"Well, she takes care of the hens and pigs . . . and of course she looks after the children all day . . . then she prepares supper so it is ready when I come home."

"Does she go to bed after supper?"

"No, I do. She has things to do around the house until about nine o'clock."

"But you say your wife doesn't work?"

"Of course she doesn't work. I told you: she stays at home."

IPPF News, (International Planned Parenthood Federation). London, January/February 1977

Source: Humanity As a Career. Rehobeth, Massachusetts: Twin Oaks Publishing, Inc., 1979. Reproduced from 1977 ILO, Women at Work.

HANDOUT #2: A MAN FOR EVERY WOMAN

For every woman who is tired of acting weak when she feels she is strong, there is a man who is tired of appearing strong when he feels vulnerable.

For every woman who is tired of being called an "emotional female," there is a man who is denied the right to weep and be gentle.

For every woman who feels tied down by her children, there is a man who is denied the pleasures of shared parenthood.

For every woman who has not learned the intricacies of the automobile, there is a man who has not learned the satisfaction of cooking.

For every woman who is denied meaningful employment or equal pay, there is a man who must bear full financial responsibility for another human being.

For every woman who takes a step toward her own liberation, there is a man who finds the way to freedom has been made a little easier.

DO NOT WRITE THIS ONCE

Author: Susan W. Miller, M.A., Educational Consultant, Counseling Psychologist; 1710 S. Durango Avenue; Los Angeles, California 90035

CREATING AWARENESS
UNIT I

ACTIVITY SHEET #1: WHAT'S YOUR UFO (UNDERSTANDING THE FUTURE OF OTHERS)??

Obtain the signature of a person in this group under each of the following items. Use a person's signature only once.

1. Someone who is in a nontraditional role.
2. Someone who has a hobby or interest atypical of his/her sex.
3. Someone who has a name that could be used for either sex.
4. Someone who would let a competent female auto mechanic work on her/his car.
5. Someone who believes that a man can care for children as well as a woman.
6. Someone who has seen a biased textbook.
7. Someone who thinks it is a husband's responsibility to help with the care of the home when the wife works.
8. Someone who would feel comfortable flying on a 747 with a female pilot.
9. Someone who would encourage her/his son to enroll in a home economics class.
10. Someone who would encourage his/her daughter to enroll in a welding class.
11. Someone who believes that vocational education can influence social change.
12. Someone who would hire a male receptionist/secretary.
13. Someone who would hire a woman to be a production ag teacher.
14. Someone who believes that the employment of mothers leads to juvenile delinquency.
15. Someone who would like to work for a woman supervisor.
16. Someone who believes men should be given the option of having more time to spend raising their children.
17. Someone who believes schools reinforce traditional sex roles in many ways.
18. Someone who disagrees with the whole idea of studying sex equity.

CREATING AWARENESS
UNIT I

ACTIVITY SHEET #2: CHANGING WORK FORCE AND FAMILY QUIZ

Instructions: The following are either true or false statements about work, families and sex stereotyping. Circle the T for each one you believe is true and F if you believe the statement is false.

T F 1. A majority of women work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs than men.

T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average female worker is slightly less educated than the average male worker.

T F 6. More young men than young women believe a woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.

T F 8. The single woman usually is employed for 40 or fewer years.

T F 9. The average age at which young people marry today has not changed considerably in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often than men.

T F 12. From 1970 to 1976, there was a 33 percent increase in households maintained by women only.

T F 13. Most unemployed men do not have the education or the skills to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency among their children.

T F 18. In 1976, one out of every five children under 18 years of age lived in one-parent families.

T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average female worker earns less than three-fifths of what the average male worker does, even when each works full time.

Source: Farris, Charlotte J. Expanding Adolescent Role Expectations: Information, Resources, Activities for Vocational Educators. Ithaca, N.Y.: Cornell University College of Human Ecology, 1978.

ANSWERS TO ACTIVITY SHEET #2: CHANGING WORK FORCE AND FAMILY QUIZ

1. T Not only are nearly half the women in the labor force single, widowed, divorced or separated or have husbands whose incomes are at the poverty level, but recent statistics show that only two out of five jobs currently available in the United States pay well enough for one person to support a family.

2. F A Public Health Service study of work time lost showed that women were more likely to be absent from work because of acute illness; however, men were more likely to be absent due to chronic conditions such as heart trouble, arthritis, rheumatism and orthopedic impairment.

3. T Research indicates that the social-emotional development of both sexes is hindered by sex-role stereotyping. There is, however, evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype.

4. F A survey conducted in 1972 determined that the husband was the sole wage earner in only 36 percent of husband-wife families.

5. F Between men and women workers, the gap in average (mean) years of schooling completed has been narrowing, with females showing a slight edge over males.

6. T Survey research indicates that more adolescent males than adolescent females believe homemaking and child rearing are the responsibilities of women.

7. T Fifty-four percent of all women 18 to 64 years of age are in the labor force.

8. F The expected work life of a woman is closely related to marital status and number of children. Those who enter the work force by age 20, however, and do not marry have a work life expectancy of 45 years.

9. F Among 20-to-24-year-olds of both sexes, more than 62 percent of the males and 42 percent of the females were single in 1976, compared to 53 percent of the males and 28 percent of the females in 1960.

10. T In 1974, 54 percent of the 15.8 million mothers of children between the ages of 6 and 17 were in the work force. Many more mothers return to the labor force after their children are grown.

11. F Women do tend to leave the labor force for marriage and childbearing and return to work later. In addition, low skill and pay level influence turnover for both sexes, and a larger number of women occupy jobs in those categories. Comparisons of males and females under similar work circumstances fail to support significant differences between their work turnover rates.

12. T Increased popularity of the single lifestyle, delay of marriage, increase in divorce and separation contribute to this shift.

13. T In simple numbers, unemployed men could not fill all of the jobs occupied by women; in addition, most of them are not qualified to fill the skilled jobs held by women.

14. F The average number of persons per household declined from 3.3 in 1960 to 2.9 in 1976. It continues to decline.

15. T However, the several million women in professional, technical, managerial or supervisory jobs show competence in coping with those responsibilities in addition to personal or family responsibilities.

16. F A 1976 survey of families reported that even when employed, wives still assumed the major responsibility for household work. Although almost half of today's families have both husband and wife employed, time contributed by husbands and children to household work does not dramatically increase when the wife is employed.

17. F Studies indicate that it is the quality of a mother's care, rather than the time consumed in such care, which is most important. Assuming that adequate provision is made for childcare, whether or not a mother is employed does not appear to be a determining factor in juvenile delinquency.

18. T Eighty three percent of children under 18 lived with two parents in 1960; in 1976 the figure was 80 percent.

19. T Studies of firms hiring women managers show their performance rated from satisfactory to superior--rarely unsatisfactory. Often, the person who expresses the stereotyped fear of working for a woman boss has never worked for a woman.

20. T See TM-I-3 for average yearly 1976 income figures, reported by the Department of Labor.

ACTIVITY SHEET #3: THUMBS UP

Arrange participants in a semi-circle, standing if possible. Explain procedure. Respond to each statement with the following signals:

a. "Thumbs up" means "I agree."
b. "Thumbs down" means "I disagree."
c. Shrugging gesture means "uncertain or "sometimes yes; sometimes no."
d. Arms folded across the body means "I prefer not to say."

Discussion of items is encouraged. Treat items in terms of quick reactions--not in-depth analyses.

1. The way things are now, it is better to be a man than a woman.
2. Women should not want to change things because they have the best deal now.
3. It is OK for a woman to be assertive.
4. It is OK for a woman to be aggressive.
5. It is OK for a boy to cry.
6. It is OK for a man to cry.
7. A woman should not compete with a man because this damages his ego.
8. Men should be more honest about their feelings toward other people.
9. Men should be more open with other people about their own inadequacies.
10. Women are less self-confident than men.
11. It is hard for women to do their best when competing with men.
12. Men like women who are followers, not leaders.
13. Women need more encouragement and approval than men to work effectively.
14. Women are more easily taken advantage of than men.

15. Women lose their good looks as they get older, whereas men don't.

16. Sex stereotyping has damaging effects on girls' views of themselves.

17. Sex stereotyping has damaging effects on boys' views of themselves.

18. It is a woman's responsibility to take time off from her job to raise children.

19. It is a man's responsibility to take care of his wife and children.

20. Husbands and wives should have equal responsibility for household maintenance.

21. Husbands and wives should have equal responsibility for child care.

22. Husbands and wives should have equal responsibility for wage-earning.

23. My father expects me to have a serious commitment to a job.

24. My mother expects me to have a serious commitment to a job.

25. My mother worked outside our home when I was younger.

26. My father took a lot of responsibility for housework and child care when I was younger.

27. Men and women should be paid equally for the same work.

28. Men and women should be paid equally for equivalent work.

29. All jobs should be open to both women and men.

30. A woman can do most everything on the job that a man can do.

31. A man can do most everything on the job that a woman can do.

32. I would consider doing a job that is not traditional for my sex.

33. Schools should encourage both girls and boys to consider all kinds of job options.

34. My school channels girls and boys into traditional job choices.

Source: Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Washington, D.C.: U.S. Office of Education, HEW, 1976.

CREATING AWARENESS
UNIT I

ACTIVITY SHEET #4: BENEFITS AND HARMS

This activity should enable participants to get a clearer picture of the damaging effects of sex discrimination on both females and males, as well as on our society as a whole.

1. Ask participants to break into small sex-segregated groups of approximately four males or four females.

2. Each group should select a recorder.

3. Using a plain sheet of paper, each group should draw a line down the center of the page. Label the left column "benefits" and the right column "harms."

4. Ask the female groups to record (1) the benefits that come to females in our society; and (2) the harms.

   Ask the male groups to record (1) the benefits that come to males in our society; and (2) the harms.

   Draw on any kinds of experiences and observations.

5. After approximately 15 minutes of small group discussion, ask people to return to the large group. Compile the lists into one on a chalkboard or chart paper.

6. Total the numbers of benefits and harms by group and for the total group.

7. Discussion: Compare benefits and harms to both sexes. Do some benefits for one sex necessitate harms for the other?

Source: Adapted from Project Awareness: A Multi-State Leadership Project Addressing Sex Discrimination Issues in Education. Washington, D.C.: U.S. Office of Education, HEW, 1976.

CREATING AWARENESS
UNIT I

ACTIVITY SHEET #5: BROVERMAN STUDY

This activity requires duplication of the four survey sheets which follow this page.

1. Break the participants down into three groups. Each group should be as well mixed by sex as possible. Small groups of six or eight people are the most practical.

2. Give each participant a copy of the "Me" worksheet, asking them to respond to each item with a checkmark in the blank which best suits them. This should be done quickly and without a great deal of thought. First impressions are the best. Assure them that they need not share these answers with anyone unless they choose to do so.

3. Next, give each member of one group the "Female" worksheet; each member of another group the "Male" worksheet; and each member of the third group the "Healthy Adult" worksheet. Each participant should individually respond to these worksheets as quickly as possible in the same fashion, recording what they believe society's expectation or stereotype of that individual is. The responses should be superficial--not in-depth.

   It is preferable, but not essential, that each group be unaware of the headings other groups have on their worksheets.

4. Each group is then asked to agree quickly on ten descriptors from the worksheet which best describe the individual listed at the top of their worksheet.

5. Each group should record their ten descriptors with magic marker on a large white sheet of paper, with the heading of the individual described at the top.

6. When all groups are finished, ask one person in each group to hold that group's sheet in front of the total group so all three can be seen at once.

7. Compare the items appearing on each sheet.

8. Typically, there is much similarity between descriptors listed for "Male" and "Healthy Adult"; little similarity between these two and "Female."

9. Discuss reasons for results. Contrast society's expectations with what the participants believe really exists. What are the differences or similarities?

ME

Aggressive	_ _ _ _ _ _ _	Nonaggressive
Independent	_ _ _ _ _ _ _	Dependent
Emotional	_ _ _ _ _ _ _	Unemotional
Subjective	_ _ _ _ _ _ _	Objective
Submissive	_ _ _ _ _ _ _	Dominant
Excitable	_ _ _ _ _ _ _	Not excitable
Active	_ _ _ _ _ _ _	Passive
Competetive	_ _ _ _ _ _ _	Not competetive
Logical	_ _ _ _ _ _ _	Illogical
Home-oriented	_ _ _ _ _ _ _	Worldly
Indirect	_ _ _ _ _ _ _	Direct
Feelings easily hurt	_ _ _ _ _ _ _	Feelings not easily hurt
Adventurous	_ _ _ _ _ _ _	Cautious
Cries easily	_ _ _ _ _ _ _	Never cries
Leader	_ _ _ _ _ _ _	Follower
Self-confident	_ _ _ _ _ _ _	Unsure
Ambitious	_ _ _ _ _ _ _	Not ambitious
Handles ideas	_ _ _ _ _ _ _	Handles feelings
Concerned about appearance	_ _ _ _ _ _ _	Not concerned about appearance
Talkative	_ _ _ _ _ _ _	Not talkative
Blunt	_ _ _ _ _ _ _	Tactful
Aware of others' feelings	_ _ _ _ _ _ _	Unaware of others' feelings
Neat	_ _ _ _ _ _ _	Sloppy
Loud	_ _ _ _ _ _ _	Quiet
Tender	_ _ _ _ _ _ _	Tough

Source: Today's Changing Roles: An Approach to Non-Sexist Teaching
Broverman Study

FEMALE

Aggressive	_ _ _ _ _ _ _	Nonaggressive
Independent	_ _ _ _ _ _ _	Dependent
Emotional	_ _ _ _ _ _ _	Unemotional
Subjective	_ _ _ _ _ _ _	Objective
Submissive	_ _ _ _ _ _ _	Dominant
Excitable	_ _ _ _ _ _ _	Not excitable
Active	_ _ _ _ _ _ _	Passive
Competetive	_ _ _ _ _ _ _	Not competetive
Logical	_ _ _ _ _ _ _	Illogical
Home-oriented	_ _ _ _ _ _ _	Worldly
Indirect	_ _ _ _ _ _ _	Direct
Feelings easily hurt	_ _ _ _ _ _ _	Feelings not easily hurt
Adventurous	_ _ _ _ _ _ _	Cautious
Cries easily	_ _ _ _ _ _ _	Never cries
Leader	_ _ _ _ _ _ _	Follower
Self-confident	_ _ _ _ _ _ _	Unsure
Ambitious	_ _ _ _ _ _ _	Not ambitious
Handles ideas	_ _ _ _ _ _ _	Handles feelings
Concerned about appearance	_ _ _ _ _ _ _	Not concerned about appearance
Talkative	_ _ _ _ _ _ _	Not talkative
Blunt	_ _ _ _ _ _ _	Tactful
Aware of others' feelings	_ _ _ _ _ _ _	Unaware of others' feelings
Neat	_ _ _ _ _ _ _	Sloppy
Loud	_ _ _ _ _ _ _	Quiet
Tender	_ _ _ _ _ _ _	Tough

Source: Today's Changing Roles: An Approach to Non-Sexist Teaching
Broverman Study

MALE

Aggressive	___ ___ ___ ___ ___ ___ ___	Nonaggressive
Independent	___ ___ ___ ___ ___ ___ ___	Dependent
Emotional	___ ___ ___ ___ ___ ___ ___	Unemotional
Subjective	___ ___ ___ ___ ___ ___ ___	Objective
Submissive	___ ___ ___ ___ ___ ___ ___	Dominant
Excitable	___ ___ ___ ___ ___ ___ ___	Not excitable
Active	___ ___ ___ ___ ___ ___ ___	Passive
Competetive	___ ___ ___ ___ ___ ___ ___	Not competetive
Logical	___ ___ ___ ___ ___ ___ ___	Illogical
Home-oriented	___ ___ ___ ___ ___ ___ ___	Worldly
Indirect	___ ___ ___ ___ ___ ___ ___	Direct
Feelings easily hurt	___ ___ ___ ___ ___ ___ ___	Feelings not easily hurt
Adventurous	___ ___ ___ ___ ___ ___ ___	Cautious
Cries easily	___ ___ ___ ___ ___ ___ ___	Never cries
Leader	___ ___ ___ ___ ___ ___ ___	Follower
Self-confident	___ ___ ___ ___ ___ ___ ___	Unsure
Ambitious	___ ___ ___ ___ ___ ___ ___	Not ambitious
Handles ideas	___ ___ ___ ___ ___ ___ ___	Handles feelings
Concerned about appearance	___ ___ ___ ___ ___ ___ ___	Not concerned about appearance
Talkative	___ ___ ___ ___ ___ ___ ___	Not talkative
Blunt	___ ___ ___ ___ ___ ___ ___	Tactful
Aware of others' feelings	___ ___ ___ ___ ___ ___ ___	Unaware of others' feelings
Neat	___ ___ ___ ___ ___ ___ ___	Sloppy
Loud	___ ___ ___ ___ ___ ___ ___	Quiet
Tender	___ ___ ___ ___ ___ ___ ___	Tough

Source: Today's Changing Roles: An Approach to Non-Sexist Teaching
Broverman Study

HEALTHY ADULT

Aggressive	_ _ _ _ _ _ _	Nonaggressive
Independent	_ _ _ _ _ _ _	Dependent
Emotional	_ _ _ _ _ _ _	Unemotional
Subjective	_ _ _ _ _ _ _	Objective
Submissive	_ _ _ _ _ _ _	Dominant
Excitable	_ _ _ _ _ _ _	Not excitable
Active	_ _ _ _ _ _ _	Passive
Competetive	_ _ _ _ _ _ _	Not competetive
Logical	_ _ _ _ _ _ _	Illogical
Home-oriented	_ _ _ _ _ _ _	Worldly
Indirect	_ _ _ _ _ _ _	Direct
Feelings easily hurt	_ _ _ _ _ _ _	Feelings not easily hurt
Adventurous	_ _ _ _ _ _ _	Cautious
Cries easily	_ _ _ _ _ _ _	Never cries
Leader	_ _ _ _ _ _ _	Follower
Self-confident	_ _ _ _ _ _ _	Unsure
Ambitious	_ _ _ _ _ _ _	Not ambitious
Handles ideas	_ _ _ _ _ _ _	Handles feelings
Concerned about appearance	_ _ _ _ _ _ _	Not concerned about appearance
Talkative	_ _ _ _ _ _ _	Not talkative
Blunt	_ _ _ _ _ _ _	Tactful
Aware of others' feelings	_ _ _ _ _ _ _	Unaware of others' feelings
Neat	_ _ _ _ _ _ _	Sloppy
Loud	_ _ _ _ _ _ _	Quiet
Tender	_ _ _ _ _ _ _	Tough

Source: Today's Changing Roles: An Approach to Non-Sexist Teaching
Broverman Study

CREATING AWARENESS
UNIT I

ACTIVITY SHEET #6: EVALUATING TELEVISION COMMERCIALS AND PROGRAMS

This set of worksheets has been developed to create an awareness and to make participants "active" rather than "passive" viewers.

1. Divide participants into three groups.

2. Group 1 will use Television Worksheet #1 to document the voice-over (narrator who is not seen on the television), and the person or persons in the advertisement.

3. Group 2 will use Television Worksheet #2 to document the role of one or two important people in the commercial.

4. Group 3 will use Television Worksheet #3 to document the activities of the one or two most important people in the commercial.

5. Each participant will use Television Worksheet #4 to evaluate one or more television programs.

6. Tabulate the information and display findings. When responses indicate differences in the portrayals of women and men, discuss why. Some participants will probably respond with stereotypic attitudes about the correct activities and behavior of women and men. These attitudes can also be discussed.

Source: Butler, Matilda. Sex Stereotyping in Instructional Materials and Television: Awareness Kit. San Francisco: WEECN, 1978.

TELEVISION WORKSHEET #1

For the first commercial during each commercial break, record the following information:

Name of Product _____

VOICE-OVER: Female ____ Male ____ Female & Male ____ None ____

PERSON #1: a) Female ____ b) Anglo ____ c) Handicapped ____
Male ____ Black ____ Not Handicapped ____
Hispanic ____
Asian ____
Native American ____

PERSON #2: a) Female ____ b) Anglo ____ c) Handicapped ____
Male ____ Black ____ Not Handicapped ____
Hispanic ____
Asian ____
Native American ____

TELEVISION WORKSHEET #2

For the first commercial during each commercial break, record the following information:

Name of Product _____

PERSON #1: a) Female ____ Male ____

b) Is family member (e.g., mother, father) ____

Is employed (e.g., grocer, sales clerk) ____

Is demonstrating product (e.g., mops floor) ____

Is speaking about product (but does not use it) ____

PERSON #2: a) Female ____ Male ____

b) Is family member (e.g., mother, father) ____

Is employed (e.g., grocer, sales clerk) ____

Is demonstrating product (e.g., mops floor) ____

Is speaking about product (but does not use it) ____

TELEVISION WORKSHEET #3

For the first commercial during each commercial break, record the following information:

Name of Product _____

PERSON #1: a) ____ Female ____ Male

b) ____ Domestic Chores (cooking, cleaning, laundry)

____ Serving/waiting on: __Man __Woman __Boy __Girl __Mixed

ACTIVITY

____ Eating

____ Childcare

____ Shopping

____ Personal appearance/Hygiene

____ Leisure/Recreation

____ Talking to camera

SETTING: c) ____ Indoors ____ Outdoors

PERSON #2: a) ____ Female ____ Male

b) ____ Domestic Chores (cooking, cleaning, laundry)

____ Serving/waiting on: __Man __Woman __Boy __Girl __Mixed

ACTIVITY

____ Eating

____ Childcare

____ Shopping

____ Personal appearance/Hygiene

____ Leisure/Recreation

____ Talking to camera

SETTING: c) ____ Indoors ____ Outdoors

TELEVISION WORKSHEET #4

Name of Program _____

1. Is the major character a female ____ or a male ____?

2. How many females ____ and males ____ are there in this program? (Count only the major characters with speaking lines. Do not include faces in a street scene.)

3. What are the activities of the females and males in the program? (List major activities.)

Female Activities

Male Activities

4. What are the occupations of the major females and males in the program?

Females' Occupations

Males' Occupations

5. Are the females shown primarily in:

Home ____ Outdoors ____ School ____ Business ____ Other ____

What about the males:

Home ____ Outdoors ____ School ____ Business ____ Other ____